Diagnostic Center, Central California
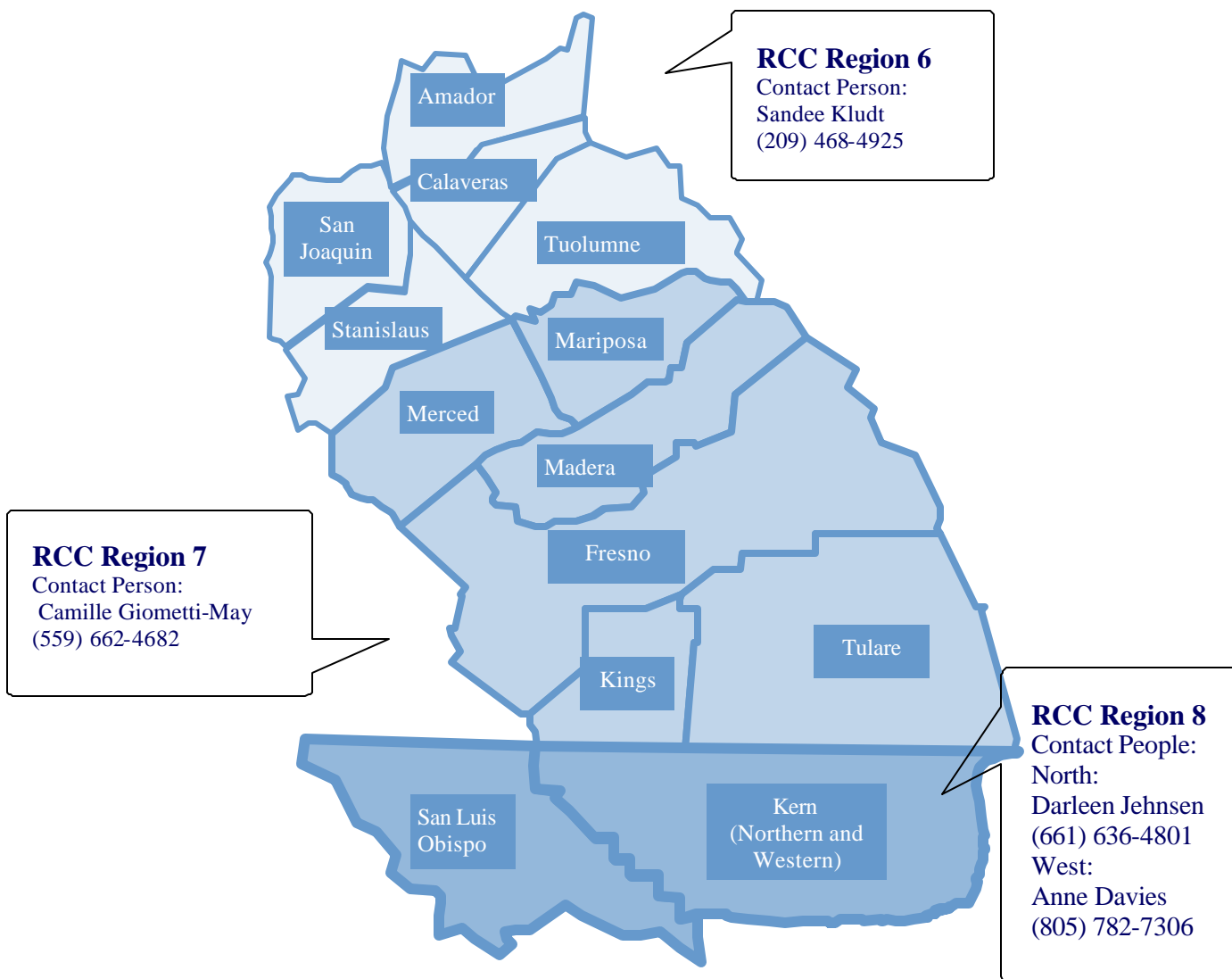## Training Services
2003-2004

California Department of Education

1818 West Ashlan Avenue

Fresno, CA 93705

(559) 445-5982

The California Department of Education's Diagnostic Centers are located in Fremont, Los Angeles and Fresno. In addition to our widely known assessment services, the three Diagnostic Centers are pleased to offer staff development and training services to California's school districts, SELPAs, and county offices of education. Statewide, each Center offers training in:

- **Literacy**
- **Positive Behavior Supports**
- **Autism**

Each Center also offers training topics that reflect LEA needs within the area served by each Center as well as the expertise and interests of staff at each Center. The Diagnostic Centers collaborate with the Regional Coordinating Councils in their service areas to assess training needs, develop new training models and schedule regional trainings.

Diagnostic Center, Central California Service Area

RCC Region 6
Contact Person:
Sandee Kludt
(209) 468-4925

RCC Region 7
Contact Person:
Camille Giometti-May
(559) 662-4682

RCC Region 8
Contact People:
North:
Darleen Jehnsen
(661) 636-4801
West:
Anne Davies
(805) 782-7306

Amador
Calaveras
San Joaquin
Tuolumne
Stanislaus
Mariposa
Merced
Madera
Fresno
Tulare
Kings
San Luis Obispo
Kern (Northern and Western)

TRAINING SERVICES

What is the basis for our training?

The Diagnostic Center, Central California (DCC) offers staff development to local educational agency (LEA) staff and to families on a range of topics. These topics were selected on the basis of assessed statewide and local needs, current developments in education, and the expertise and interests of Diagnostic Center staff. The presenters are experienced practitioners with specialized, research-based and practical information. They are all recognized for providing helpful, interesting and innovative trainings.

What are the formats of our trainings?

In order to better serve the needs of LEA staff, our training and technical assistance is provided as half-day and full-day sessions and through extended training and technical assistance projects.

- Half-day and full-day sessions: Half-day sessions are two to three and a half hours in length and can be scheduled for either the morning or afternoon, or on a Saturday through special arrangement. Full-day sessions are typically 6 hours in length and include a lunch that is served on-site. Some of the full-day trainings can be scheduled on a Saturday through special arrangement.

- Comprehensive training and technical assistance projects: These projects are individually designed to meet specific school, classroom and staff needs. Projects provide in-depth content and instructional skill development. Projects typically include multiple service days that may be interspersed over a period of weeks or months. Project components are identified by DCC and the receiving district and may include:

  - Indepth content training through half or full day presentations or 1 to 2 hour staff training sessions
  - On site consultation
  - Evaluation and planning sessions with teachers and administrators
  - Demonstration teaching, including videotaped sessions
  - Observations of classroom teaching and feedback sessions
  - Problem-solving/coaching sessions
  - Data analysis and discussion and development of classroom and school based evaluation and planning models

Current project topics are in literacy, Autism and positive behavioral supports. Projects are available on a limited basis. Ideally, the planning process with the local district or school site begins in the Spring prior to the implementation year.

How are trainings arranged?

To meet LEA needs for flexibility in scheduling as well as to provide equitable access to LEAs in DCC's service area, the three Regional Coordinating Councils (RCC 6, 7 and 8) **can register for trainings until June 20, 2003.** After this date, any district, SELPA, county office, school or RCC can register for a training. The Diagnostic Center will attempt to meet all requested training needs and depending on the availability of Center presenters, may suggest to LEAs to consider other dates or a date when the desired training is scheduled at a near-by site.

There is no cost for Diagnostic Center services. Sponsoring LEAs have the responsibility for costs involved with duplication of handout materials, securing the training site, advertising the training, and providing refreshments and other like costs.

How to schedule a training:

The following steps apply to both RCCs and individual LEAs.

- Review the training manual and select topics.
- Identify two or three potential training dates for each desired training.
- Identify the RCC or individual district, SELPA, county or school contact person.
  who will be responsible for coordinating the training with DCC.
- Contact Bev Long at (blong@dcc-cde.ca.gov) or (559-445-5982, ext. 221) to
  request trainings.

What happens after a training is confirmed with a sponsoring LEA (RCC, SELPA, district, school) ?

After a training topic and date(s) are confirmed, the sponsoring agency is responsible for the following steps and activities:

- Complete and return DCC Training Contract for each confirmed training (See sample Contract on page 13).
- Secure a training site and arrange for room set-up.
- Create and distribute flyer.
- Provide for audio-visual and other equipment needs.
- Duplicate handout packets for all participants (request master copy of handout from DCC coordinator Bev Long).
- If attendance is expected to be very low (less than 20 participants), call the DCC coordinator Bev Long two weeks prior to presentation date to decide if training will be cancelled.
- Greet and register participants.
- Introduce presenter.
- Distribute and collect evaluation surveys.
- Distribute "Certification of Completion" at the end of training.

  Note: While it is not required, providing lunch on-site for full-day trainings
        is appreciated. It provides an opportunity for participants to informally
        engage and ensures a timely resumption of the training after the lunch
        break.

A "Certification of Completion" is available upon request of the sponsoring agency for dissemination to participants at the conclusion of the training. Upon university approval, this may be applied towards the credential requirements for Education Specialist Level II non-university activities. The Diagnostic Center is also a Speech-Language Pathology and Audiology Board approved continuing professional development provider.

We recommend that the sponsoring agency take measures to ensure that parents, general education staff, and when appropriate, other agency staff (e.g., regional center, mental health) are invited to attend a scheduled training.

How are projects arranged?

Projects are arranged individually between the district contact person and Bev Long. If you have an idea for a project, or have questions call Bev at (559) 445-5982 X 221
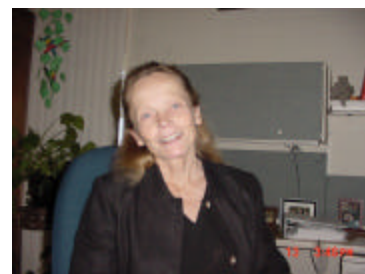
Presenters

Bev Long, M.A., C.C.C., Speech Pathologist and Education Specialist
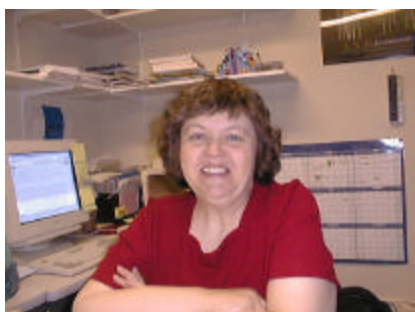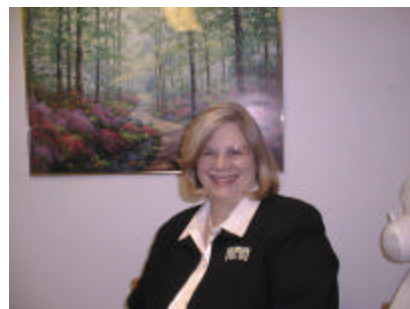
Carol Barnett, M. A., C.C.C., Speech Pathologist

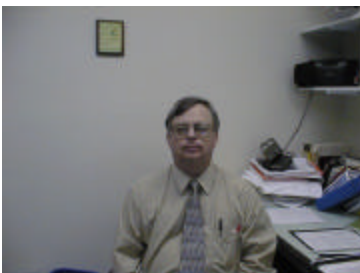**Irene Nystrom,** Ph.D., School Psychologist

Jane Ketcham, M.A., Education Specialist
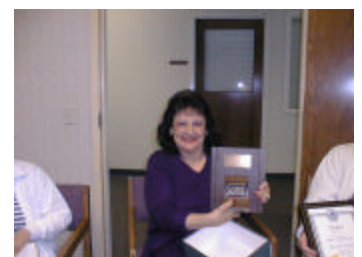
Jodie Dittmar, M.A., Education Specialist

John Kotler, Ph.D. , Clinical Psychologist

Kay Hamilton, B.A., Speech Pathologist

Larry Hughes, Ph.D., Licensed Psychologist

Sylvia Bowland, M.A., Education Specialist

Literacy

Literacy for Administrators

NEW!

Length: 3 hours

Jane Ketcham

This inservice is designed to provide an overview of the body of information on which our current California reading curriculum is based. You will receive information and resources that will allow you to be the curriculum leader at your site.

Best Practices in Early Literacy

NEW!

Length: 3 1/2 hours

Kay Hamilton and Bev Long

This inservice is designed to give you a solid overview of the research-based "best practices" for the pre-school aged child. The focus will be on developing:
- Oral language skills
- Phonological awareness
- Print concepts
- Letter knowledge
- Appreciation for "literate forms"

Grabbing the Meaning: Developing Comprehension

Length: 6 hours

Jane Ketcham and Bev Long

This workshop is designed to cover the range of powerful strategies that develop comprehension in elementary through high school students. The following topics are covered:
- Vocabulary development
- Effective comprehension strategies
- Comprehension routines
- Graphic organizers

SOS: Supporting Older, Struggling Readers
Jane Ketcham and Bev Long

Length: 6 hours

This workshop is designed to meet the needs of teachers who are working with upper elementary, Jr. High and High School students who are reading at 1st to 4th grade levels. The following topics are covered:
- Decoding
- Fluency
- Vocabulary and word study
- Comprehension

Fluency Matters
Jane Ketcham

NEW!

Length: 3 1/2 hours

This inservice is designed to present the research basis for the importance of fluency at all levels of reading instruction. Learn why fluency practice at the levels of phonemic awareness, sound-symbol correspondence, nonsense syllable reading, single word reading and text reading are all essential for achieving reading competence. Learn how to set fluency goals and how to systematically work toward those goals.

Behavior and Social Skills

Beyond 'Please' and 'Thank You': Developing Social Skills in the Classroom
Bev Long

Length: 3 hours

This inservice presents an overview of social skill development in school aged children (K-8). Informal and formal interventions are presented that are appropriate for use in both special day and general education classes. A model for developing a social skills training group is also presented.

This inservice could be requested for a full day in which case the participants would spend the afternoon working on case studies and developing social skill curriculum for students.

Dealing With Problem Behaviors
Jodie Dittmar and Larry Hughes

Length: 6 hours

This presentation will provide an overview of legal issues, ethical considerations, and practical approaches in addressing mild to severe behavior problems in children with disabilities (general classroom management, behavior plans, IDEA, 604, 'Hughes Bill').

Dealing with Behavior for Paraprofessionals
Jodie Dittmar

NEW!

Length: 3 hours

This inservice will present practical approaches in addressing mild to severe behavior problems in children with disabilities. This is designed specifically for paraprofessionals.

Anger Management
John Kotler,

Time: 2 hours

This workshop provides participants with an overview of proven techniques and resources for training students to effectively manage their own anger responses. This workshop is for classroom teachers, school psychologists, counselors, and other school professionals who are likely to be involved in providing 1:1 and/ or small group counseling to students who are having ongoing difficulties in controlling their anger.

Strategies/Interventions

Helping Students Learn about How They Learn
Jane Ketcham and Irene Nystrom

NEW!

Length: 3 1/2 hours

Most all students acquire a capacity for 'metacognitive' thinking, beginning around 9 to 10 years of age; but not all students fully develop this capacity by learning how to think about problems, what strategies to apply to solve particular problems, and how to self-monitor and regulate their learning . Much can be gained in student achievement and satisfaction when students learn about how they learn.

This workshop will provide strategies that teachers can use to help students (grades 3-12) discover and understand their own unique learning processes, strengths and weaknesses; and how they can use their strengths to achieve goals and compensate for and decrease learning weaknesses.

Powerful Strategies for Increasing Students' Vocabulary and Narrative Comprehension Skills
Kay Hamilton

NEW!

Length: 3 1/2 hours

Specifically addresses how to increase oral language abilities as well as reading comprehension. Assists teachers by giving an in-depth understanding of the language embedded in narrative texts and how to facilitate student understanding of that text. 'Story Boxes,' story character and key concept icons, story 'dissections' and retelling prompts will be part of the presentation.

Autism

Meeting the Communication Needs of Nonverbal Students

NEW!

Length: 6 hours

Carol Barnett and Bev Long

This inservice is designed to provide a range of best practice techniques for meeting the communication needs of nonverbal students with autism. Both low and high tech options will be covered. The emphasis will be on how to create the environment that provides the opportunities for students to learn and demonstrate communicative intent.

Meeting the Communication Needs of Verbal Students

NEW!

Length: 6 hours

Bev Long

Verbal autistic students have very real communication needs. The workshop will identify the principles for how to meet the communication needs of these students. Participants will learn the most powerful techniques, supports and interventions for this population. The inservice will cover the communication needs of the minimally verbal student to the student with Asperger's Syndrome.

Meeting the Sensory Needs of Students with Autism

NEW!

Length: 6 hours

Carol Barnett and Bev Long

What are the sensory and motor needs of students with Autism? How do you know what needs a specific student has? How do you meet those needs in a classroom/program? This workshop will provide answers to these questions. Learn what materials, strategies and supports are most powerful. This inservice is appropriate for teachers of both low and high functioning students with Autism.

Developing Social Skills in Students with Autism

NEW!

Length: 6 hours

Bev Long

This training will focus on best practices for developing social skills and relationship awareness in students who are on the Autistic Spectrum. It will cover the needs of students of all ages and ability levels who are non-verbal or minimally verbal. This inservice will NOT cover high functioning students.

Length: 6 hours

Developing Social Skills in High Functioning Students

Bev Long

This workshop will focus on the social and relationship needs of high functioning verbal students with Autism and Asperger's Syndrome. Participants will learn what programs, techniques and supports are most powerful. This inservice will NOT cover the needs of non-verbal or minimally verbal students.

Asperger's Syndrome: Understanding and Supporting School-Aged Students
Bev Long

Time: 6 hours

This inservice is designed to provide a framework for understanding and supporting students with Asperger's Syndrome. This increasingly identified population of unique and challenging students requires well-conceived interventions and supports. It is critical that professionals and parents recognize that meeting the needs of these students begins with an understanding of the world from their perspective. The goal of the presenter is to share practical information and strategies that will assist participants in serving these students.

Tips for 1-1 Paraprofessionals
Bev Long

NEW!

Length: 3 hours

Come for practical, solid suggestions on how to be an outstanding one-on–one support for a student on the Autistic Spectrum. Learn how to provide appropriate structure, language, academic and behavioral supports.

Specialized Topics

DSM-IV-TR Diagnoses and the Special Education Process
Larry Hughes

Length: 3 hours

What is the role of the DSM-IV-TR in the Special Education Process? This workshop will present an overview of information to clarify the role of the DSM-IV in the special education process. There will be a review of the 16+ major diagnostic classes in the DSM-IV-TR and the 14 IDEA disability categories with a focus on comparing and contrasting these different ways of labeling children. The workshop will address the following questions: What determines a child's IDEA disability designation? Who makes a DSM-IV diagnosis? When is a DSM-IV diagnosis necessary? What does the DSM-IV-TR say about emotional disturbance? How does ADHD, Asperger's, Tourette's, etc. determine a child's Special Education disability.

Attention Deficit Disorders: Why are they "All of a Sudden" Receiving So Much Attention? Part I
John M. Kotler

Length: 2 hours

ADD/ADHD inservice-package is intended for a *general audience* including parents, school staff and parents who want to update their knowledge in this rapidly changing field. Using video clips, overhead charts, and lecture materials, this presentation incorporates the latest information available regarding the causes; prevalence and course of attention deficit disorders; diagnostic methods and controversies; gender-specific characteristics; medications and known side-effects; and effective non-medical treatments and interventions approaches.

Attention Deficit Disorders: Why are they "All of a Sudden" Receiving So Much Attention? Part II
John Kotler

Length: 2 hours

The emphasis of this presentation is upon recognition of both ADD/ADHD specific obstacles to effective learning as well as other learning disabilities that commonly co-occur with ADD/ADHD. A three-part approach to intervention will be presented: 1) identifying and addressing "core" learning obstacles in the ADD/ADHD child, 2) developing structures both at school and at home that either remediate or compensate for these core deficits, and 3) addressing emotional, motivational and behavioral issues that have an impact upon learning.

ADD/ADHD: Implications for Classroom Programming and Behavioral Intervention
Sylvia Bowland

Length: 2 hours

This inservice presents a basic overview of the problems associated with ADD/ADHD and illustrates components of effective classroom based interventions through actual case studies. Participants will learn how to identify student profiles and to develop appropriate educational strategies based on individual needs.

Emotional Intelligence: What is it, Why is it Important and How Do We Help Students Develop it?
John Kotler

Length: 2 hours

This training presents current research that shows the important relationship between students' "emotional intelligence" (E.Q.) and a variety of important educational and social-emotional developmental outcomes. For many students, the presence (or absence) of EQ skills is more predictive than IQ of future success or failure. This inservice presents the "core" components of "emotional intelligence." In addition, it provides suggested activities for classroom teachers and school counselors who are interested in helping their students cultivate these skills.

Creating Positive Learning Environments: Fostering Inclusion
Bev Long

Length: 3 1/2 hours

This inservice will suggest a number of methods to facilitate the creation of positive learning environments for diverse learners. Participants will learn about interactive and inclusive strategies that have been classroom tested and supported by research.

Understanding and Helping the Student with Tourette's Syndrome: What Teachers Need to Know
John Kotler

Length: 2 hours

This training covers the most common educational, behavioral and social-emotional features associated with Tourette's Syndrome and provides suggestions to teachers for helping TS students in all of these areas.

Diagnostic Center Training Agreement

The Diagnostic Center, Central California will provide **(Agency)** with (**presentation title)** on (**date/time**). The training will be presented by (**Presenter(s)).   (Agency)** will be responsible for the following:

- ✓ Assigning contact person
- ✓ Advertising the training
- ✓ Securing the presentation site
- ✓ Arranging for refreshments and lunch (if appropriate)
- ✓ Arranging the room to presenter(s)' specifications
- ✓ Delivering and setting up equipment
- ✓ Duplicating and distributing handout materials
- ✓ Greeting and registering participants
- ✓ Distributing and collecting evaluation surveys
- ✓ Creating and distributing a "Certificate of Completion" for each participant

(**Agency**) agrees to the above and will ensure that the training room is available to the presenters at least one hour before the presentation.

The contact person is

Name: _____   Telephone Number: _____

Administrator authorizing this agreement

Name: _____   Telephone Number: _____

Diagnostic Center, Central California
1818 West Ashlan Avenue
Fresno, CA 93705 (559) 445-5982

13